



Course-Embedded Internship Summary Report

Directions: This Course-Embedded Internship Summary Report is for your use as a planning worksheet. As you plan out the course-embedded activities that you will count toward your Internship hours, do the following:

- Include at least one course-embedded activity under each competency.
- Make sure your campus-supervised activities total a minimum of 140 hours (100 hours for Internship Group A) as specified in the following domains:
 - Domain I School Community Leadership: minimum of 46 hours; 33 for Group A
 - Domain II Instructional Leadership: minimum of 62 hours; 44 for Group A
 - Domain III Administrative Leadership: minimum of 32 hours; 23 for Group A

		Brief Description of the Activity	Date of the Activity	Internship Hours
Domain I: School Community Leadership	Competency 001	TELPAS test administration. Attend training to assist with the training process of test administration for TELPAS testing. (D) (I)	3-2-12 4-5-12	6 hours
		Worked with Cultural Diversity teacher to get equipment functional to present curriculum material to present to classes. This material focuses on respond appropriately to diverse needs in shaping the campus culture. (D)	2-15-12	8 hours
		Responsible for registering students and their parents for the District Educational Summit. This summit allows for parent involvement in seminars, workshops, and training sessions. (F) (B)	10-11	9 hours
		Responsible for setting up equipment for open house so that slide presentations can be viewed by parents, teachers, administrators, and other stakeholders to create a culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students, and staff. (A)	9-10 9-11	6 hours
		Saturday school involvement (A) (D). This Saturday School opportunity creates a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students, and staff. This involvement also assists with responding appropriately to diverse needs in shaping the campus culture. It encourages all students.	2-12 3-12 4-12	10 hours

Competency 002			
	Instrumental in creating the shared drive location with documents loaded to create a location where teachers can retrieve necessary information that is pertinent to engaging students in their classroom. Shared location contained previous standardized test data for students, helpful curriculum links, instructions for innovative technology equipment, and other helpful information for teachers and administrators. If teachers / administrators have a location where they can easily access information, it builds consensus and manages conflicts among teachers. (B)	Ongoing basis	10 hours
	I try to keep the lines of communication open with parents and community. The teacher website can contain information about the class' curriculum and can contain the course syllabus. The website can be utilized by students that miss a class and need to make up assignments or can be accessed by parents to learn more about the courses that their students are enrolled in. This training session allowed teachers to gain a better understanding of how to set up their own personal classroom website, enhance this site, to add additional information to their site, and how to make their site more user friendly for all. These sites can be easily accessed for upgrade and by other individuals to make the communication process and interaction process more reliable. Many tools can be uploaded to the teacher website. The teacher can place assignment information, study tools, helpful website, course information, and enrichment tools that can be utilized by both students and parents to assist in making the classroom materials more accessible by all. It is important to give teachers the tools to help them bring all aspects of communication open and accessible.	Ongoing Basis	5 hours
	Responsible for the installation of Rosetta Stone. We found that it provides the ESL and cultural diversity teacher with a Rosetta Stone Manger capability that is built in as a management tool. This tool can deliver real-	10-11 10-11	12 hours

	<p>time reports to teachers with the detailed reports on student progress and it is very user-friendly for the teacher to use for these administrative capacities. I worked closed with Rosetta Stone tech support to tailor the software to our schools specific needs along with our technology requirements and lab environment. It has really assisted our ESL teachers and cultural diversity teachers with excellent tools for language skill development. Rosetta Stone, as advertised has many topic-based activities that really bring language learning to life for the students. Since we have been utilizing Rosetta Stone, the scores on TELPAS testing have improved and the ESL students are having less difficulty with English. I have provided ongoing assistance with Rosetta Stone administration needs and student usage. The students are able to use headsets so they are able to listen, learn, and speak at their own pace. They become so engrossed in learning, they almost forget that they are at school. (H)</p>		
	<p>Agreed to help lead computer classes for parent involvement (F). It is important that we involve our parents and help them to understand that they are stakeholders for our school. If we get them involved they feel a sense of ownership and opportunity for them to share in their students' learning experience. Parent involvement offers opportunities for these parents of diverse students and all students to come to our campus for visitation and for training opportunities. This gets these parents involved in their student's school and education experience.</p>	2-10	5 hours
	<p>ACE Program development – I had the opportunity to work with our ACE program director and suggest some enrichment and tutorial ideas for these students. Many of these students have individualized learning styles so it is important to try to meet the needs of these students with additional curriculum activities. I also offered training on the Star Interactive Boards.</p>	9-11	10 hours

Competency 003	Diverse students have individualized learned needs. I encourage the use of interactive technology tools such as Star Boards. This interactive usage allowed for strategies to be utilized that could more effectively address and support the needs of some of the diverse learning environments of the afternoon tutorial group lesson objective needs. I was able to suggest ideas for keeping students engaged in the afternoon classrooms that could help with these students meeting objectives and better test scores. These students have attended class all day and it sometimes takes creative technology curriculum ideas to maintain student engagement in these afternoon tutorial classes. This was maintained through the year for the ACE tutorial program.	Training 1-11 Presentation 2-11	10 hours
	ESL Communication – Since our campus is an ESL campus, it is important to work closely with the ESL teachers to assure that the needs of this diverse group of students are being met. This includes working closely with the district representative to also assure that we are aligning with goals and expectations for the ESL students learning needs. We need to communicate with parents and assure that the campus interpreter is present when needed for communication purposes. (D)	3-12	8 hours
	Special Education needs are varied and we need to assure that the students are represented during the annual ARD meeting. I attend the ARD meetings as campus technology representative for development of these student's IEPs. I assess these students utilizing Kuder Assessment for prior to their ARD meetings to assure that this assessment survey can assist with class placement for these students. (D)	Ongoing year round	10 hours
	Prepare documentation on special education students to assure that all the needs of their IEPs are being met. This is confidential information. (D)	Ongoing year round	8 hours

		Prepare documentation on ESL students to assure that all the needs of their education are being met. This is confidential information. (D)	Ongoing year round	8 hours
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Domain I Subtotal Hours: 192 Hours

Domain II: Instructional Leadership	Competency 004	Computer and Technology usage is important on a campus. I assist the leasing company we least from with the removal of the old lease and assist with the installation of new computers. I also assist with letting district personnel at the information services department to be aware of what software needs to be added to our campus computers. This would be software that we utilize on an ongoing basis. I also assist with necessary distribution of additional computers as per our principal. This would include necessary networking and wiring as required. I also assist with the printer installation as needed on the new lease computers. I also maintain an inventory list of lease computer so that these computers can be maintained on an inventory list by computer name.	8-10 8-11 And ongoing	15 hours
		Assure that rooms are set up for in-service sessions. Our district wanted to create a technology in-service training so that we could educate all staff on our district's policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students. By utilizing this training, it enlightened all staff on innovative use of Microsoft Word, Microsoft Excel and Microsoft Outlook. We presented some helpful tools for usage and some helpful tips in Microsoft 2007.	10-10 2-11 10-11 2-12	7 hours
		ACE – Assist the ACE program director with setting up Excel spreadsheet for buses and student attendance scheduling for the ACE afternoon tutorial and enrichment program.(A)	9-10	7 hours
		ARDs – According to many of the special education students it is important to meet the diverse needs of these students. Technology use of Study Island, READ 180, and Kuder	10-10 1-12	8 hours

		computer programs are utilized to assist with the needs of these students as specified in the IEPs. (G)		
		Assure that teachers in utilizing the KuderNavigator system and allowing student to use problem solving methods to discover college and career assessment and goals. KuderNavigator Career Assessment Testing is utilized in assisting student in problem solving and discovering possible college and career goals that they have an aptitude for. KuderNavigator assessment is also utilized in our district for our special education students that have diverse learning needs. Students can meet with counselors before registering for high school classes, career center options, and even college class placements. There are videos on this site available to students and also information about class placement with career goals. Students can also access this information online in the home environment along with parents /guardians to discuss possible college, technical school, and career options. These assessments are done throughout the year to assure that diverse learning students and all other students are tested to better place students in the best classroom environment, electives, and core curriculum areas. (E)	10-10 3-11 10-11 3-12	15 hours
	Competency 005	It is important to encourage staff professional growth and development. I was a presenter at the Technology In-service professional development training session. I planned and developed a training module to educate and train our staff on Microsoft Word, Microsoft Excel, and Microsoft Outlook. I helped to create a district technology in-service to train all staff on Microsoft Word, Microsoft Excel, Microsoft Outlook. We also spent time with all staff to review our district policies on re-teach, re-test, the lesson cycle, and Blooms Taxonomy. We trained all the staff on these training modules. I worked closely with the Director of Performance Management and Instructional Technology to create the training modules and develop a training that could not only benefit our teachers and teacher aides,	10-10 10-11	15 hours

	<p>but also benefit our support staff as well. Our district wanted to create a technology in-service training so that we could educate all staff on our district's policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students.</p>		
	<p>Instrumental in CScope lesson plan development. CScope Lesson and curriculum plans assist with the core subject objectives and essential skills. We are currently using Eduphoria for benchmarking purposes. It is new this year and we have loaded additional scanner/printers and updated the Eduphoria software for easier usage for the teachers. This will also for more effective data analysis and benchmarking purposes. Eduphoria allows for one place for teacher planning and assessment. Some of the features that I assist teachers with is being able to analyze previous TAKS data in a rich, interactive grid, create and share custom data views to focus on important issues for the campus and district, develop easy to use benchmark tests, print answer documents on plain paper and scan with scanners, analyze TAKS data in a rich, interactive grid, create and share custom data views to focus on import issues, develop easy to administer benchmark tests, create a district bank of benchmark questions, analyze the impact of your scope and sequence, build student personal graduation plans, secure student forms for almost any purpose, create views of data for easy publishing to staff members, generate graphs automatically as you are working with the data, and connect external data for analysis. (E)</p>	9-11	5 hours

		Eduphoria allows for one place for teacher planning and assessment. Some of the features that I assist teachers with is being able to analyze previous TAKS data in a rich, interactive grid, create and share custom data views to focus on important issues for the campus and district, develop easy to use benchmark tests, print answer documents on plain paper and scan with scanners, analyze TAKS data in a rich, interactive grid, create and share custom data views to focus on import issues, develop easy to administer benchmark tests, create a district bank of benchmark questions, analyze the impact of your scope and sequence, build student personal graduation plans, secure student forms for almost any purpose, create views of data for easy publishing to staff members, generate graphs automatically as you are working with the data, and connect external data for analysis. (E)		
		Set up network printers & network copier to assure scan test documents are printed for necessary functions relating to Eduphoria and benchmark testing. (E)	11-11	8 hours
		I helped design and create a unit for student use with a digital video instruction unit for student usage. This unit will teach students about copyrights, Cyber-Bullying, and how to communicate in the digital world. We utilize www.learning.com for keyboarding needs and also for additional curriculum needs. Learning.com has videos pertaining to online and internet safety, cyber-bullying, and netiquette. I have combined some of their resources to create a digital video instruction unit for student usage. Utilize learning.com for enrichment standardized lesson development for STARR test preparation. (G)	10-11	10 hours
	Competency 006	Staff evaluation is important. iPads are in working order for the administrative walk-throughs and PDAS usage. I assist with the loading and set up of administrative iPads and software download.	9-11	6 hours
		I provided and distributed easy user instruction and helpful shortcuts for tasks that		

		teachers do frequently (Microsoft Office Tips, Tricks, and Shortcuts. I helped to develop an instructional packet of information that included Microsoft Office tips, tricks, and shortcuts. It included information about tips, tricks, and shortcuts that could be utilized with Microsoft Office 2007 in conjunction with Microsoft Office Word, Microsoft Office Excel, and Microsoft Office Outlook. We utilized this information during our district technology in-service sessions and sent these packets with the participants so that they could benefit from these tips and assist them with easy shortcuts for tasks that staff and teachers do frequently. These shortcuts can be time saving tools for them in their offices and classrooms. We provided and included easy user instructions with careful explanation and easy to use instructions that could be beneficial to them for easy reference when necessary. (G)		
		Collaborative site development so that teachers can place test items for professional development opportunities. Items that are placed on the site Exam View, Star Board training, READ 180 training, and other items for professional development purposes. (G) (F) (B)	10-11	7 hours
		Assist Department heads in applying and installing software that can meet the needs of students for tutorials in math and science. (E) (A)	9-11	5 hours
		Facilitate on campus training of teacher for STAR Board training. The goal was to have teachers train on home campus utilizing new innovative technology equipment that could make learning interactive in the classrooms. I planned training modules and facilitated the training.	10-11	5 hours
	Competency 007	Accountability – attain campus goals. This INOVA data is sent to our district divided up into each of our specific campuses. Our campus data is sent to us on a disc and contains students who are currently on our campus with their previous test data with that students' previous campus data. I then was able to take that disc and upload this data to our shared drive so that teacher could access and utilize data for their individualized students. This special color-coding system	9-11	5 hours

	provides a list of each of the student's strengths and weaknesses and a list of academic interventions and recommended teaching methods. It is a powerful tool that assists our teachers in being able to give individualized instruction for each and every one of their students. We were able to get this data to the teachers on the shared drive and they were able to analyze their specific student data taking this to team meeting to discuss. This data also assisted in the students that passed the test but were not actually grown from year to year. The INOVA test could assist teachers in helping each student meet their full potential. (A)		
	The goal for all Texas teachers is to reach the <i>Target Tech</i> level of the STaR Chart. The data from the first two areas feeds automatically into the electronic version of the Texas Campus STaR Chart. This feature provides valuable information to the campus principals when completing the campus chart. The data from the last two areas will be available to campus administrators, but aggregated at the state level and reported separately. Again, the Target Tech level is the goal for all campuses. I also assist with and provide professional development for campus staff on the STaR Charts. I assist all teachers on the completion of the STaR Charts each year. (A) (F)	10-10 10-11	5 hours
	Changes in Microsoft Office 2007 require training for teachers. I was a presenter at the Technology In-service professional development training session. I planned and developed a training module to educate and train our staff on Microsoft Word, Microsoft Excel, and Microsoft Outlook. I helped to create a district technology in-service to train all staff on Microsoft Word, Microsoft Excel, Microsoft Outlook. We also spent time with all staff to review our district policies on re-teach, re-test, the lesson cycle, and Blooms Taxonomy. We trained all the staff on these training modules. I worked closely with the Director of Performance Management and Instructional Technology to create the training modules and develop a training that could not	10-10	10 hours

		<p>only benefit our teachers and teacher aides, but also benefit our support staff as well. Our district wanted to create a technology in-service training so that we could educate all staff on our district's policies and help them to gain an understanding on why our district has certain policies. Our district feels that it takes all of our staff to educate our students and help our community to have an awareness of what we as a whole are trying to accomplish in the education of our students. Every district employee from the school board, the administrators, the teachers, and all support staff needs to have an understanding of the district goals and policies so that we can all be promoters of working toward a positive district image and successful education of our district students.</p> <p>(E)</p>		
		<p>Install additional technology equipment to assist with the needs of the teachers. Install document cameras, interactive white boards, and other technology equipment as needed by teachers. Offer training as necessary. (E)</p>	10-11	8 hours
		<p>We purchased Ebeams which were an alternative to creating an interactive white board at a lower cost. We had purchased Star Boards that could be utilized by each department. The Ebeams were purchased at a lower cost and have the ability to be used by more teachers more often. This change benefitted many teachers. (E)</p>	1-12	5 hours

Domain II Subtotal Hours: 146 hours

Domain III: Administrative Leadership	Competency 008	I maintain the administrative duties of assisting teachers with their class set up and add students as needed to the program. We utilize the Study Island program during computer lab enrichment opportunities and also in after school tutorials along with the afternoon ACE Program. I also add teachers to the program as needed so that they can utilize the program with their students for enrichment and tutorial purposes. I also assist with customizing the instruction levels to meet the needs of specific students such as the special education students with special learning needs and also with the ABU students that might need additional time on an objective that they did not master. The Study Island program does allow the students to spend additional time on an objective and enables the teachers to work with specific students on areas of weaknesses to reach grade level proficiency. I have worked with teachers to provide the students with more individualized lessons so that they can work on and spend more time on needed skills and objectives. (F)		
		Computer Inventory management – keep a running list of all of the computer and technology equipment inventory. Also keep inventory of the projectors, interactive white boards, document cameras.(F)	10-11	5 hours
		Record number of monitors that need to be ordered for additional computer lease. Also obtain equipment from other campuses when they have excess equipment. (F)	10-11	5 hours
		Also set up of lab for tutorials with additional equipment. These labs are utilized for science and math tutorials. Students are sent to additional math and science classes in place of elective courses prior to standardized testing. (F)	2-12	6 hours
		In charge of ordering all printer cartridges and supplies for technology equipment (D) (F)	3 times per year	6 hours
	Competency 009	Safety is so important on a campus. Identification is important for this cause. When all students had the ID information entered and a photo corresponding with their ID, I printed the ID cards and distributed through classes. I also assist with the reprinting of the ID cards when a student loses their ID card and has to pay for a new ID. I also take photos and print new ID cards any new students that we have enroll during the school year. When students are wearing an ID around their neck during school hours in a visible manner, it assures for a more safe campus environment. Any visitors have are scanned at entry in the front office and given a name badge. This prevents unwanted or potential dangerous individuals/visitors from wandering the halls. Our students have the proper ID cards and visitors have official visitor pass from the front office. Employees have ID cards also.	Ongoing and daily basis	15 hours

	Assist with morning breakfast cafeteria duty to assure order and safety of students during time in the cafeteria. Make sure that students remain seated after eating breakfast and that they throw trash away.	3 duty cycles of 20 days each during school year	10 hours
	Assist with afternoon Bus Duty to assure order and safety of students during the afternoon. Make sure that students remain seated in the gym while waiting on their appropriate bus.	3 duty cycles of 20 days each during school year.	10 hours
	Domain III Subtotal Hours: 57 hours	Total course-embedded hours	396 hours

Thurmanwell
Principal

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